



## Boiling Springs Elementary

700 Double Bridge Road  
Boiling Springs, South

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	1,106 Students	
<b>Principal</b>	Kimberly Ashby	864-578-1231
<b>Superintendent</b>	Dr. Scott J. Mercer	864-578-0128
<b>Board Chair</b>	Mr. Danny J. McDowell	864-578-0128

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good</b>
2008	Average	Average
2007	Average	Below Average
2006	Good	At-Risk
2005	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

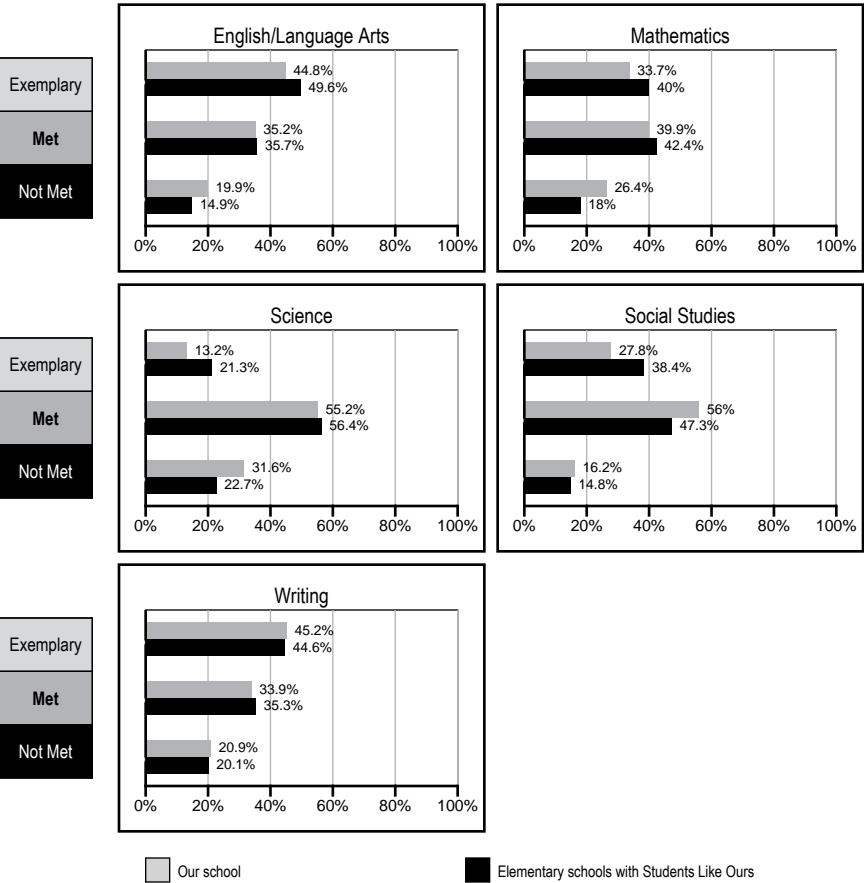
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
22	22	11	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=1,106)</b>				
First graders who attended full-day kindergarten	98.0%	Up from 87.4%	100.0%	100.0%
Retention rate	2.9%	Down from 3.1%	1.5%	1.9%
Attendance rate	96.1%	Up from 96.0%	96.6%	96.3%
Eligible for gifted and talented	17.1%	Down from 18.4%	17.4%	10.0%
With disabilities other than speech	8.8%	Up from 6.1%	7.7%	7.7%
Older than usual for grade	0.2%	Down from 0.4%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=62)</b>				
Teachers with advanced degrees	61.3%	Up from 60.3%	61.1%	59.4%
Continuing contract teachers	80.6%	Up from 75.9%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.0%	Down from 87.6%	86.0%	85.9%
Teacher attendance rate	95.2%	Up from 93.1%	95.2%	95.1%
Average teacher salary*	\$47,578	Up 2.9%	\$48,083	\$47,149
Professional development days/teacher	16.5 days	Up from 8.9 days	10.4 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.0	3.5	4.0
Student-teacher ratio in core subjects	25.2 to 1	Up from 23.8 to 1	20.0 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 87.7%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,086	Up 5.9%	\$6,629	\$7,458
Percent of expenditures for instruction**	64.4%	Down from 65.4%	70.5%	68.8%
Percent of expenditures for teacher salaries**	60.2%	Up from 57.8%	64.8%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## Report of Principal and School Improvement Council

Greetings from Boiling Springs Elementary School! What a great year this has been! We pride ourselves on identifying each child's individual strengths and weaknesses in an effort to provide exemplary academic experiences. In addition, we provide numerous opportunities for our students to learn more about making good choices in order to become productive citizens. Our students have participated in Jump Rope for Heart, collected canned goods for the needy, and donated supplies to the Animal Shelter. Two parent nights have been offered this year to share information about the PASS test and about what children should know and do at each grade level. In addition, participation in local athletic associations, as well as cultural experiences, is encouraged. It is important to us to work together with parents and community members to develop a team approach to helping our children become successful.

Our children are incredible! As a result of their hard work and commitment to doing their best, students have made great academic strides. We have seen growth on our school's overall MAP scores and expect to see growth with the PASS results. Our students and teachers have set goals and worked diligently to reach them. Additional materials have been provided for the teachers to help meet the needs of all learners. We purchased a set of iPods, sets of nonfiction books that correlate with science and social studies grade-level standards, Promethean Board slates with projectors for all third- and fourth-grade classrooms, online subscriptions to BrainPop! and BookFlix, math manipulatives, and science materials for the kindergarten classrooms. The most current technology and classroom materials have helped our teachers to present grade level standards in a variety of meaningful and effective ways.

With the help of our teachers, parents, and community members, our PTA has continued to provide outstanding support for our school. Our PTA purchased classroom supplies, assisted with student recognition in numerous ways, welcomed parents and grandparents into our building for breakfast, hosted our annual Spring Carnival, and continued to offer opportunities for parents to be a part of our school. Our community offers a wealth of resources. Local businesses constantly provide gift certificates, coupons, services, and time that benefit our school and the children.

It is a primary goal of BSES to constantly evaluate our overall effectiveness as a school. During the 2008-2009 school year, we have made a positive effort toward developing a learning community for students, teachers, and parents. We have continued to provide a safe and secure location for children to learn. A sense of community has been created in a building that is clean, attractive, warm, and inviting for all. We believe that our school building, the learning environment, the children who attend the school, the parents who support us, and the community that encourages our growth set us apart from other schools.

Boiling Springs Elementary School is a special place to learn and grow. We are so thankful for the wonderful students that we have the privilege to work with every day. Thank you for sharing your precious children with us.

Kim Ashby, Principal

Kelli Lowrimore-Smith, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	174	85
Percent satisfied with learning environment	95.5%	84.5%	92.7%
Percent satisfied with social and physical environment	97.0%	89.0%	92.9%
Percent satisfied with school-home relations	97.0%	89.0%	81.9%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 24 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	408	100	19.9	35.2	44.8	88.6	87.4	82.8	Yes	Yes
<b>Gender</b>										
Male	205	100	24.2	37.1	38.7	86.6	84.4	79.3	N/A	N/A
Female	203	100	15.6	33.3	51	90.6	90.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	300	100	15.8	35.2	48.9	90.1	89.4	89.5	Yes	Yes
African American	55	100	32.7	38.5	28.8	84.6	82.4	73.7	Yes	Yes
Asian/Pacific Islander	24	100	17.4	43.5	39.1	91.3	90	92.3	I/S	I/S
Hispanic	25	100	47.8	17.4	34.8	73.9	72.2	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	57	100	59.6	30.8	9.6	61.5	52.2	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	48.5	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	54	100	37.3	31.4	31.4	76.5	77.8	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	155	100	32.6	41.1	26.2	81.6	81.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	408	100	26.4	39.9	33.7	80.8	86.3	78.9	Yes	Yes
<b>Gender</b>										
Male	205	100	25.8	45.4	28.9	81.4	84.3	77	N/A	N/A
Female	203	100	27.1	34.4	38.5	80.2	88.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	300	100	22.2	39.4	38.4	82	88	87.2	Yes	Yes
African American	55	100	46.2	42.3	11.5	71.2	78.6	66.7	Yes	Yes
Asian/Pacific Islander	24	100	30.4	26.1	43.5	82.6	91.9	93	I/S	I/S
Hispanic	25	100	34.8	47.8	17.4	82.6	77.7	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	57	100	67.3	23.1	9.6	40.4	52	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	69.7	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	54	100	35.3	43.1	21.6	76.5	81.5	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	155	100	35.5	50.4	14.2	73.8	80.6	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	300	99.7	31.4	55.4	13.2	68.6	76.3	67.5
<b>Gender</b>								
Male	146	99.3	31.2	49.3	19.6	68.8	75.2	67
Female	154	100	31.5	61.1	7.4	68.5	77.5	68
<b>Racial/Ethnic Group</b>								
White	220	99.6	26.2	59.5	14.3	73.8	80.3	79.5
African American	42	100	55	37.5	7.5	45	60	50.3
Asian/Pacific Islander	21	100	25	50	25	75	76.3	84.3
Hispanic	14	100	N/AV	N/AV	N/AV	42.9	60.6	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	38	97.4	69.7	27.3	3	30.3	35.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	45	46.1
<b>English Proficiency</b>								
Limited English Proficient	37	100	45.9	48.6	5.4	54.1	65.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	105	99.1	46.9	48	5.1	53.1	65.7	55.1

**Social Studies**

All Students	298	100	16.1	56.1	27.7	83.9	77.4	72.3
<b>Gender</b>								
Male	146	100	15.7	58.6	25.7	84.3	77.1	71.5
Female	152	100	16.6	53.8	29.7	83.4	77.8	73.2
<b>Racial/Ethnic Group</b>								
White	221	100	15.2	53.1	31.8	84.8	79.4	80.7
African American	39	100	21.1	60.5	18.4	78.9	70	60
Asian/Pacific Islander	17	100	6.3	75	18.8	93.8	76.5	88.5
Hispanic	18	100	23.5	64.7	11.8	76.5	67.1	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	29	100	51.9	40.7	7.4	48.1	43.1	43.5
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	41.2	50.7
<b>English Proficiency</b>								
Limited English Proficient	38	100	19.4	66.7	13.9	80.6	71	67.9
<b>Socio-Economic Status</b>								
Subsided meals	111	100	29.4	59.8	10.8	70.6	68.7	62.1

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	406	99.8	20.7	33.9	45.3	79.3	79.7	70.2	96.1	96.3
Gender										
Male	204	99.5	25.4	38.3	36.3	74.6	73.9	63.2	96.3	96.2
Female	202	100	16.1	29.5	54.4	83.9	86.2	77.5	96	96.3
Racial/Ethnic Group										
White	299	99.7	17.6	31.7	50.7	82.4	82.2	79.1	95.9	96
African American	54	100	30.8	42.3	26.9	69.2	72.9	57.6	96.7	97
Asian/Pacific Islander	24	100	21.7	34.8	43.5	78.3	77.5	86.2	97.3	97.4
Hispanic	25	100	39.1	39.1	21.7	60.9	61.6	62.6	96.2	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	97.2	96.2
Disability Status										
Disabled	55	98.2	72	20	8	28	31.2	26.1	94.2	95
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	41.2	54.7	96.6	97.4
English Proficiency										
Limited English Proficient	54	100	39.2	33.3	27.5	60.8	65.8	61.2	96.4	96.9
Socio-Economic Status										
Subsidized meals	151	100	31.7	38.8	29.5	68.3	69.8	58.9	95	95.7

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

English/Language Arts

2009	3	211	100	21.8	33.2	45.1	78.2
	4	190	100	15.1	38.7	46.2	84.9
	5	7	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2009	3	211	100	32.6	39.9	27.5	67.4
	4	190	100	17.2	41.4	41.4	82.8
	5	7	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2009	3	106	99.1	40.2	45.4	14.4	59.8
	4	190	100	25.3	61.8	12.9	74.7
	5	4	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Social Studies

2009	3	105	100	22.9	59.4	17.7	77.1
	4	190	100	11.3	55.4	33.3	88.7
	5	3	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2009	3	209	99.5	25.5	32.8	41.7	74.5
	4	190	100	12.8	36.4	50.8	87.2
	5	7	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample